Summary of Striving Readers Projects:
Whole School Interventions for All Readers

Table 9: Elements of the Intervention Models		
Model / Developer	**Goals and Focus on Intervention**	**Content Areas Involved**
Chicago Public Schools, IL		
Chicago Striving Readers Program		
Developed by Chicago Public Schools Striving Readers program developers and implementers in collaboration with Donna Ogle at National-Louis University.	Blended intervention model of reading comprehension instruction for all students. Professional development to help teachers provide direct explicit instruction in comprehension, fluency, vocabulary, and word identification, and to help facilitate gradual release of responsibility from teacher to students within a whole group/small group/whole group configuration. Three reading instruction components: • Build background knowledge through direct vocabulary instruction (developed by Marzano & Assoc for Supervision and Curriculum Development (ASCD) • Partner Reading in the Content Area Too for fluency, comprehension, vocabulary development (developed by D. Ogle) • Text set units related to subject area content/ formats, (developed by D. Ogle)	English language arts, math, science, and social science teachers; self-contained special education and bilingual education teachers, school librarians.
Danville School District, KY		
Adolescent Literacy Model (ALM)		
Developed by Collaborative for Teaching and Learning, University of Kentucky (Awbry, 2008)[i] http://www.ctlonline.org/site/news_articles/ctl-and-the-national-stimulus-effort.html	Professional development to help teachers improve student content learning by applying literacy strategies during instruction, including vocabulary development, reading comprehension, verbal fluency, writing to learn, writing to demonstrate learning, and academic dialogue.	All core subject and auxiliary staff (special education and other certified staff)

Model / Developer	Goals and Focus on Intervention	Content Areas Involved
Memphis City Schools, TN		
Memphis Content Literacy Academy (MCLA)		
Developed by the University of Memphis with input from key staff at Memphis City Schools	Professional development designed to help teachers: • Provide students explicit and direct instruction and practice incorporating appropriate literacy strategies matched to content learning objectives. • Provide on-site literacy coaching support to assist teachers with literacy integration. • Use cooperative learning activities intended to provide students extensive practice opportunities. • Use curriculum resource center in each school that is designed to include content-rich, multi-leveled materials.	English/language arts (ELA), mathematics, science, and social studies teachers; non-self contained special education teachers.
Newark Public Schools, NJ		
National Urban Alliance (NUA) / New Jersey City University (NJCU)		
Developed by New Jersey City University (NJCU).	*NJCU:* Professional development for language arts teacher and literacy coaches to help teachers provide instruction on a variety of strategies including use of graphic organizers, text annotation, note taking, post-reading reflection, anticipation guides to model brain-storming.	English language arts teachers.
Developed by National Urban Alliance (NUA)	*NUA:* Professional development for other content teachers to help them provide instruction in content lessons literacy strategies such as graphic organizers ("Thinking Maps"), anticipation guides, word taxonomies.	Math, science, and social studies teachers.

Model / Developer	Goals and Focus on Intervention	Content Areas Involved
Ohio Department of Youth Services (students in juvenile correction facilities)		
Year 1: State Institute for Reading Instruction- Adolescent Literacy(SIRI-AL) and English Language Arts Writing Academy Year 2: High Yield Strategies (HYS)		
Year 1 *State Institute for Reading Instruction— Adolescent Literacy (SIRI-AL)* Developed by the Ohio State Department of Education.	*SIRI-AL:* Professional development to provide teachers with research based national knowledge and skills on a classroom reading and writing instruction.	English language arts math, science, history, technical trade teachers.
English Language Arts Writing Academy (modified version). Developed by the Ohio State Department of Education	*English Language Arts Writing Academy:* Professional development to build teachers' capacity to use Ohio's Writing Academic Content Standards to inform instruction.	English language arts math, science, history, technical trade teachers.
Year 2 *The High Yield Strategies (HYS).* Developed by R. Marzano.	*HYS:* Professional development to help teachers provide instruction on nine strategies to improve reading comprehension, such as advance organizers, note-taking, summarizing, etc.	English language arts math, science, history, technical trade teachers.
Portland School District, OR		
Strategic Instruction Model Content Enhancement Routines for Teachers (SIM-*CERT*)		
Developed by the University of Kansas, as part of its Content Literacy Continuum. http://www.xtremereading.com/pages/sim.html	Professional development to train teachers to implement strategic teaching to help all students master critical content (Level 1 of Content Literacy Continuum) and to provide embedded learning strategy instruction in core curriculum courses (Level 2). *[Level 3 comprises the targeted intervention.]* Organized around a set of Content Enhancement Routines. In Year 1 language arts and social studies teachers received training on the use of the content enhancement routines: Unit Organizer, Framing, Vocabulary LINCing, and Concept Mastery. In Year 2 math teachers were introduced to the Unit Organizer and Framing content enhancement routines, and science teachers were introduced to the Framing,	*Year 1* English language arts, social studies teachers. *Year 2* English language arts, social studies, math and science teachers.

Model / Developer	Goals and Focus on Intervention	Content Areas Involved
	Concept Mastery, and the new Chapter Survey routines. The professional developers also offered optional training on the Concept Anchoring, Concept Comparison, Lesson Organizer, and Course Organizer content enhancement routines.	

San Diego Unified School District, CA

Strategies for Literacy Integration across the Curriculum (SLIC)

Model / Developer	Goals and Focus on Intervention	Content Areas Involved
Developed by T. McDonald & C. Thornley, Education Associates, New Zealand.	Professional development to train teachers to present students with a set of literacy strategies to enhance skills in reading and writing, focused on helping students understand the ways authors use text forms to present particular types of information and how surface features of text convey information about meaning.	English language arts, math, science, social science, history, and special education teachers.

Springfield and Chicopee Public Schools, MA

Strategic Instruction Model Content Enhancement Routines for Teachers (SIM-CERT)

Model / Developer	Goals and Focus on Intervention	Content Areas Involved
Developed by the University of Kansas, as part of its Content Literacy Continuum http://www.kucrl.org/featured/wholeschool.sthml	Professional development to train teachers to implement strategic teaching intended to help all students master critical content (Level 1 of Content Literacy Continuum) and to provide embedded learning strategy instruction in core curriculum courses (Level 2). *[Level 3 comprises the targeted intervention.]* Organized around a set of Content Enhancement Routines over a two-year period: unit organizers, course organizer framing, vocabulary LINCing, concept mastery, and concept comparison. The professional developers also offered optional training on concept anchoring and concept comparison.	All content areas: English language arts, science, social studies/history, math teachers.

Source: Striving Readers Year 2 Evaluation Reports (available at: *http://www.ed.gov/programs/strivingreaders/performance.html*)

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[i] Awbrey, A. (2008). *Where everyone gets it: CTL's adolescent literacy model.* Unpublished manuscript.